National Congress Bulletin

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Dear Friends:

EVERY week is education week in America, but we are starting now to prepare for the special celebration of American Education Week next month, beginning Sunday, November 5, and ending Saturday, November 11, Armistice Day. During this time we will try to enlist the interest of every citizen in the school and in its importance to a free nation. It is more important now than ever before for people—all people—to realize that every child in the land must have the kind of education that will prepare him for effective citizenship. It is time that all of us examine with the most careful scrutiny the needs of children and youth today and weigh those needs against the type of schooling available.

The theme of American Education Week is a challenge, "Government of, by, and for the People." Instinctively we complete the sentence by adding "shall not perish from the earth." *And it shall not,* if we are able to develop within our youth of today the skills and the spirit of vital citizenship. We are aware that such goals can be attained only if an intelligent partnership exists among the home, the school, and other institutions in the community.

Let us review the topics suggested for special emphasis on each day of American Education Week: Sunday, "Moral and Spiritual Values"; Monday, "Responsibilities of the Citizen"; Tuesday, "Meaning of the Ballot"; Wednesday, "Urgent School Needs"; Thursday, "Opportunity for All"; Friday, "Home-School-Community Teamwork"; and Saturday, "Freedom's Heritage."

Will you call a meeting of the planning committee—the executive or program committee, depending upon your established procedure—to decide how your local unit can help to develop these topics most effectively in your community? If you do not have the official packet for American Education Week, ask your principal to let you examine his. He will be willing, undoubtedly, to explain the material and help with the development of community planning for this event.

Perhaps you may wish to purchase copies of the leaflet *Our Schools and the Next Decade,* which the National Congress had a part in publishing. Thousands of copies have been made available for this special occasion because we believe every adult in each American community should know the facts contained therein. Perhaps you may wish to procure a radio script. On the order blank in the packet you will find one listed that was written especially for us by Thomas D. Rishworth, our national chairman of Radio and Television. You may want to promote a movie trailer. The directions are given in the packet.

Many other interesting devices are also offered, and many practical suggestions are given for making the community conscious of education and its relation to good living and good govern-

Join the Freedom Crusade Today

If you haven't signed a Freedom Scroll yourself and urged others to sign as well, contact your state or local chairman of the Crusade for Freedom at once. There's no time to lose, for your signature and the signatures of millions of other Americans will be permanently enshrined in the foundation of the giant freedom bell, which is to be dedicated on October 24 in the western sector of Berlin, the last bit of free territory on this side of the Iron Curtain. You may also wish to make a contribution to the fund that is being raised to expand Radio Free Europe into a network of freedom stations that will be able to answer Communist accusations and carry the message of democratic truth to enslaved peoples.

© Evanston Photographic Service

The men and women in this group attended the 1950 summer workshop in parent-teacher leadership at Northwestern University in Evanston, Illinois. The coordinator was E. T. McSwain, professor of education and dean of the university college (far right, front row). In the center of the first row is Mrs. John E. Hayes, who served as a consultant from the National Congress, and on her right is Ethel Kawin, one of the visiting consultants.

ment. Perhaps a P.T.A. council may produce a city-wide or school district plan.

Whatever your program for American Education Week let us strengthen our home-school partnership, and let us leave no device untried to awaken the public to (a) the importance of education, (b) the kind of education appropriate for today's needs, (c) the need for more and better trained teachers, (d) the need for adequate financial support, and (e) the need for more classrooms to take care of the increased school population, if we are to sustain "Government of, by, and for the People."

* * *

October is membership month in most of our states. All too frequently someone says "I have never been invited to join a P.T.A." Your membership committee, with its ingenuity, can find a way to correct that, and I hope sincerely that every new member will be given enough information about the great program of the National Congress so that he or she will find a challenge in membership and pride in belonging. The national chairman of Membership has set a goal of seven million members by 1952. Are we ready to make a good start this year toward that goal?

* * *

In our program of legislation we have stated, "We support the United Nations and its component parts as the best basis for international cooperation." If you have not done so, will you remind your members that for the first time in the history of the world thirty-three independent nations have agreed to stand together to prevent unprovoked aggression.

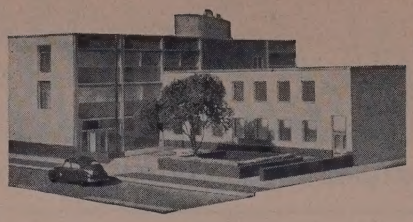
Listen for Freedom's Bell on United Nations Day, October 24, and say a prayer for peace with freedom.

Faithfully yours,

Anne H. Hayes

Mrs. John E. Hayes, President
National Congress of Parents and Teachers

● All donations for the P.T.A. National Headquarters are tax exempt. When soliciting funds for our new home, be sure to remind prospective donors that their gifts are deductible.



People Are Asking...

Q. When will ground be broken for the national headquarters building?

A. The answer to this question, which is probably more frequently asked than any other, is a purely practical one. The site is now paid for, but we will not break ground until we have another substantial sum in the bank. YOU can help to determine the date on which we shall actually start to erect a home for the National Congress!

Q. Just how much money has been collected for the national headquarters fund?

A. Total contributions received at the National Office amounted to $126,974.34 on September 15, 1950. However, many states have collected gifts that have not been forwarded yet to the headquarters committee.

Q. What is the average gift per P.T.A. member so far?

A. Including special gifts from outside friends, which are always credited to contributions from the state in which the donor lives, the country-wide total of donations to the national headquarters fund amounts to an average of about two cents per member.

The figures vary from 10.97 cents per member in Rhode Island to less than one cent per member in eighteen states. If every P.T.A. member is to give a "quarter for headquarters," we are scarcely 8 per cent of the way toward our goal.

Q. What publicity materials is the National Congress making available to state, district, and local committees for national headquarters?

A. The National Congress will supply a variety of materials for headquarters committees. Among the free materials are copies of an illustrated brochure *Together, Let Us Build*, news releases about the national headquarters fund, mats of the picture of the proposed building, and gift blanks—one type for individuals and one type for P.T.A.'s.

In addition glossy photos of the model of the building (about 7" x 9") are *loaned* free for reproduction in newspapers or in state bulletins. The presidents of state congresses may request the loan of replicas of the proposed building for use at state conventions.

Materials for which a nominal charge is made include collection banks, place cards, postcards, and posters. These supplies can be obtained from the National Office unless your state is one of the fifteen furnishing them through the state office.

Local presidents, be sure to pass around the issue of Headquarters News *you will be receiving in a few days.*

TRAFFIC ACCIDENTS ARE INCREASING!

● The National Committee for Traffic Safety has found that the tragic upsurge in street and highway mishaps is due largely to these five human failings:

1. Driving while under the influence of liquor.
2. Speeding—just plain going too fast under any conditions.
3. Traveling too fast under poor driving conditions.
4. Hugging the center line of the road.
5. Following too closely behind the car ahead.

A reduction in traffic accidents and the expense and suffering they cause can be accomplished if every local chairman of safety will make it his business this year to generate public acceptance and support of stricter driving regulations, including the wider use of the power to suspend or revoke the licenses of drivers who drink and speed excessively. Make your community a safe place to drive!

NATIONAL CONGRESS BULLETIN

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PLAN OF ACTION POINTERS FROM... *National Chairmen*

The Citizen Child-

HIS DESTINY, A FREE WORLD

SCHOOL LUNCH

Miss Powell

IF THE citizen child is to fullfill his destiny in a free world, he must have an opportunity to develop physically, mentally, morally, and socially. Proper food habits from birth through school age will play an important part in his physical growth and development.

A properly organized and carefully directed school lunch program is an important tool in developing good food habits. In such a program the child not only receives one third of his daily nutritive requirements at noon, but, in schools where the lunchroom is operated as an educational experience for the child, he learns a great deal about food and develops habits that serve him well throughout adult life.

For some time local parent-teacher associations have recognized the need for such a nutrition program, and they have made a great contribution to the establishment of the school lunch programs through their work in securing passage of legislation, arousing public opinion, and purchasing equipment. Many parent-teacher members have spent untold hours in actually preparing and serving food to school children.

Continued interest and effort on the part of local parent-teacher groups will be necessary until every school in America serves a well-balanced lunch to children at noon. Even then, there will be a continuing need for interpretation of the school lunch program to parents.

If we are to reach this goal, every local unit must have a school lunch chairman to guide the members in working for a school lunch program that meets the needs of children. Some suggested activities for local associations are:

1. Arrange study groups on nutrition and furnish parents with school lunch menus so that the meals served at home and at school will supplement each other.
2. Work to secure trained personnel for the important job of preparing food for children.
3. Interpret the school lunch program to parents through:
   a. Parent-teacher programs.
   b. Films, forums, and panel discussions that are open to the community.
   c. Visits by parents to school lunchrooms where they may enjoy a typical school lunch with the children.
4. Assist the school in meeting sanitary requirements for handling food so that the health of children may be safeguarded.
5. Publicize widely the following statement on carbonated beverage dispensing machines in school buildings, which was authorized for publication by the Council on Foods and Nutrition of the American Medical Association in the May 6, 1950, issue of the *Journal of the American Medical Association.*

   "The Council believes that one of the valuable functions of a school lunch program is to provide training in sound food habits. Of considerable significance in the adoption of such a program is the sale of food, confections, or drinks on the school premises; opportunities to purchase food and drink at nonlunchroom concessions bear directly on the food habits established in the child.

   "School children generally have a limited sum of money for the purchase of their daily lunch. If a portion of this money is spent on substances of limited nutritional value, the value of the lunch that a child may obtain with the remaining money obviously is reduced. The availability of carbonated beverages on school premises may induce a child to spend lunch money for these and allow him to develop poor dietary habits. This is especially true for the younger children. Expenditure for carbonated beverages yields a nutritional return much inferior to that from a similar sum spent for milk or other staple foodstuff.

   "Furthermore, when given a choice between carbonated beverages and milk to accompany a meal, a child may frequently choose the less nutritious beverages. In view of these facts, the Council believes that carbonated beverages should not be sold on school premises."

—Ruth Powell

SCHOOL EDUCATION

Dr. Norton

OUR theme, "The Citizen Child: His Destiny, a Free World," is a comprehensive one that presents many challenging implications for the schools.

It focuses attention on the child—the individual child. How well does *your* school meet the needs of the individual child? Which child? There can be only one answer, *every* child. The school *must* provide for all children, while meeting the individual needs of each and every one. How well is *your* school prepared to meet that challenge?

It focuses attention on the world. Which world—the child's world? Yes indeed! Which of the child's worlds? His home world, his school world, his community world, his "big, wide world." For about six hours each day the school *is* the child's world. To what extent is *your* school helping *each* child achieve his destiny of freedom? How does *your* school help each child understand the present-day world and the efforts now being made to gain freedom for all people, including all children?

It focuses attention on citizenship. The rights and privileges and also the duties and obligations of citizenship are the child's. He is not merely expected to become, at some

far off time, an adult citizen; he is *now* a *citizen child.* What is *your* school doing to help each child be a good citizen now and to see that his concepts and qualities of citizenship shall develop and expand as he matures?

It focuses attention on our concepts of freedom. What are the basic foundations of human liberty? What is *your* school doing to strengthen them and see that children understand them? Teaching people *how* to be free and *how* to make a free society succeed is a long and complicated process. Each child is born completely helpless, totally dependent, and without knowledge or the ability to reason. How then shall he develop sufficiently to become a "free moral agent" in a self-governing society in this atomic age? How are *your* school and the homes in *your* community helping to develop the ability to be intelligently and responsibly free?

SUGGESTED PROGRAM TOPICS

1. **Our School and the Individual Child.**
   Attempt to answer such questions as these:
   a. *What growth and development needs of children should the school meet?*
   b. *What are the characteristics of a school that meets the needs of children?*
   c. *What are the most notable accomplishments of our school?*
   d. *What are the outstanding problems and needs of our school, and how can they be met?*
2. **Our Schools and World Understanding.**
   Study and summarize the programs, activities, and plans of the school to teach international good will and understanding of world problems.
3. **Our School and Education for Freedom and Citizenship.**

ADDITIONAL SUGGESTIONS

Plan in advance for an effective observance of American Education Week. Write to the National Education Association, 1201 Sixteenth Street N.W., Washington 6, D. C., for a packet of valuable materials, which are supplied at a nominal cost. Save the materials and use them throughout the year for follow-up programs and study.

Read the *Parent-Teacher Manual* carefully, especially pages 210–213, which carry suggestions for committees on school education.

—Dr. E. B. Norton

HIGH SCHOOL SERVICE

Mrs. Howell

THE HIGH school parent-teacher association follows the same general plan of organization and procedure as the elementary association, for no better objectives nor finer guiding principles could be set up. Yet the surest path to failure is to allow the high school unit to duplicate the course of the elementary P.T.A.

When he reaches high school, the citizen child has stepped into the role of citizen youth. His school community is larger and more complex, and his associates come from more widely scattered home communities. He must make the necessary adjustments to a changed pattern of procedure in the social and curriculum activities of the school and often to a new kind of teacher-pupil relationship.

Difficult as it is for the student, it is much more so for the parents. It is up to the high school P.T.A. to meet this situation, particularly for the parents of the first-year students. The leaders must bear this in mind as the organization and program are set up. Although the areas of interest are the same as for all P.T.A.'s, the specific programs and activities of the high school unit must be selected with the needs of high school youth and the local conditions in mind. Valuable helps will be found in the platform adopted at the 1950 national convention in Long Beach.

Numerous opportunities arise in the high school P.T.A. for practice in youth-adult cooperative relationships, which are an essential indeed if a free and peaceful world is to be attained. Democracy must demonstrate its worth, and the P.T.A., as it works *for* and *with* group-conscious youth, can provide a laboratory.

These suggestions may help:

1. Encourage membership groupings to correspond to class-year designations of students, with each group to be composed of the parents and teachers of students in one particular class-year. Each group chairman will serve on the executive committee as provided in the bylaws.
2. Provide for student participation in an advisory capacity on the executive committee and on such other committees as indicate student participation. These youthful representatives may be officers in school organizations or be otherwise named by the student body.
3. Help to overcome, early in the year, any indifference to parent attendance on the part of students by providing an opportunity for the students in each class-year group, particularly the first-year, to entertain the parent group at tea or a P.T.A. social hour.
4. Provide opportunity for the school to interpret its objectives and procedures, especially to parents of the first-year class. This helps to bridge the gap between elementary and high school associations.
5. Set up a study committee composed of faculty members, students, parents, and other civic leaders to determine what opportunities to encourage growth in citizenship are being made available to youth through the home, school, and community; what cooperative measures are necessary so that he may be able to practice the principles he has studied; and what background of tradition influences his attitudes. Are local standards of citizenship high, and how are they related to world citizenship?
6. Organize, in cooperation with the faculty, parallel—not joint—discussion groups on family relationships, with one group composed of students under capable adult leadership and one of parents. Reports or findings from these groups may then be exchanged and discussed.
7. Glean from the suggestions made by the chairmen of other national committees those that apply to the needs of youth.
8. For detailed help consult *The High School Parent-Teacher Association,* the *Parent-Teacher Manual,* the monthly *National Congress Bulletin,* the *National Parent-Teacher* magazine, and for guidance in the study of the school and community use *Good Schools Don't Just Happen,* which can be obtained from the Life Adjustment Education Commission, U.S. Office of Education, Washington 25, D. C.

—Mrs. Edward N. Howell

• OCTOBER 24 •

UNITED NATIONS DAY

No doubt your unit has already made plans for observing the fifth birthday of the United Nations on October 24. But here is a last-minute suggestion your P.T.A. may wish to use. Encourage the ringing of all the bells in your community—church, school, city hall, and others—at eleven o'clock in the morning on that day. Then ask that everyone pause when the bells start to peal and say a brief prayer for the United Nations—our best hope for peace with freedom.

Mrs. J. W. Heylmun

Choral Groups ♫ MUSIC IN THE ♫ P.T.A. Program

CHORAL singing is one of the most important projects in the music program of the National Congress. Choral groups not only find great enjoyment and satisfaction in their musical experience but they also make a valuable contribution to the cultural life of the community.

These choruses should have a much broader function than merely providing concerts. They should be the promoters of community-wide singing movements, and make individual or group leaders available from their membership. It is the responsibility of the choral group also to interpret to the community the place of music in daily living, in the total development of the child, and in school education.

The inspiration and joy that parents receive from singing in a chorus becomes a part of their home life, and each member of the family shares in this enjoyment. Through P.T.A. choral groups a stronger bond between the musical interests of the school and home is also formed. It is the duty of parent-teacher singers to learn more about the music of other lands, for each nation speaks through its songs. By knowing the music of other people, we also know them.

Ralph W. Sockman, one of our eminent clergymen describes the value of music and music groups in this way:

"The morale of the people is the ultimate defense of a nation. It now behooves us to buoy the human spirit with every force available. Nothing is more steadying and uplifting than the power of music. Beauty, truth, and goodness are the ultimates of life, and they must be maintained. Music re-enforces us with values which are invisible and eternal."

We must keep America singing!

Mothersingers

• The name "Mothersingers" has been registered in the U.S. Patent Office and can be applied only to parent-teacher choral groups sponsored by a council or by a local association. Since Mothersingers are but one project of the whole Congress music program, each sponsoring organization (council or local) should provide a music chairman to organize, administer, and promote the entire program. Such a chairman can then automatically direct the Mothersingers project and coordinate its activities with those of the sponsoring group. In this way the program, finances, and other aspects of the Mothersingers project will be guided and approved by the music chairman, who will be responsible to the sponsoring board.

Mothersingers participating in the choruses at district, state, or national meetings should register at the convention, paying such registration fees as are required. The members of the choruses should be urged to attend and enjoy the general sessions.

The songs listed below are for study during 1950–51, and it is recommended that choral groups use this program of songs for state, council, and local meetings. They should be memorized so that the best interpretation may be attained.

1. Let There Be Song	Klemm	15c
J. Fischer & Brothers	No. 7861	
2. Two Temples	Eichorn	15c
Carl Fischer, Inc.	No. 5269	
3. When Children Pray	Fenner	18c
Shattinger		
4. Spring Gaiety	Elliott	20c
Raymond A. Hoffman Co.	No. 42,525	
5. A Gypsy Choral Fantasie	James	25c
Bourne, Inc.	No. 113	

The 1951 National Convention dates are May 21, 22, 23.

Fathersingers

• There is music everywhere. It is found in the bank, the factory, the office, and at the work bench. Great choruses of men are rising in large and small industries, for the spirit of good fellowship reigns where there is singing. The number of Fathersinger choruses is growing steadily, and this is good news since they occupy a place of importance in the P.T.A. program. The following choral numbers are suggested for the study and enjoyment of Fathersingers:

1. That Lucky Old Sun	Smith	20c
Robbins Music Corp.	No. R-3472	
2. A Song of Friendship	Morgan	12c
C. C. Birchard & Co.	No. 214	
3. Mosquitoes	Bliss	12c
Willis Music Co.	No. 4010	
4. Trees	Rasbach	16c
G. Schirmer, Inc.	No. 7122	
5. Tramp! Tramp! Tramp!	Herbert	18c
M. Witmark & Sons	No. 9-W2851	

Mixed Choruses

• One other important parent-teacher choral group is the mixed chorus in which parents, teachers, and friends of the P.T.A. sing together. Whenever it is possible, organize such a group—no matter how small. Parents and teachers will find that meeting together musically and socially is a very pleasant experience.

The following songs make interesting study and program material:

1. God's Country	Smith	20c
Robbins Music Corp.	No. R-3501	
2. The Old Master Painter	Smith	20c
Robbins Music Corp.	No. R-3479	
3. Climbin' Up the Mountain	Smith	15c
Neil A. Kjos Music Co.	No. 1001	
4. Showboat Medley	Kern	40c
T. B. Harms Co.	No. 822-19	
5. The Singers	Gain	18c
Harold Flammer, Inc.	No. 81,164	

MRS. J. W. HEYLMUN
National Chairman, Committee on Music

WHAT OUR CONGRESS PARENT-

Personal Calls Pay Off In Membership Gains

Has the membership committee in your local unit ever considered the advantage to be gained in calling on every family represented in the school and asking each mother and father not only to enroll as a member but also to take an active part in P.T.A. projects?

The parent-teacher association in Clinton, Mississippi, tried this plan last year, and it paid rich dividends—the largest membership in the history of the unit and much greater attendance at meetings, even though the number of families in the school district has been decreasing.

To carry out this project, which involved making 507 calls, a membership committee of thirty men and women was appointed, and each was assigned to cover a certain part of the area served by this consolidated school. As a help in answering the questions prospective members could be expected to ask, mimeographed information sheets were distributed to the committee. In addition copies of *You Are Needed in the P.T.A.* and the unit's yearbook, which contained a schedule of the meetings, were supplied for each call, along with membership cards.

There were also questionnaires on which parents could indicate the activities they would like to take part in, such as arranging for transportation to and from meetings, ushering, or helping to plan various types of fund-raising projects.

Local Unit Plans Leisure-time Programs

One of the major projects of the Glenside-Weldon Parent-Teacher Association at Abington Township, Pennsylvania, is providing leisure-time activities for boys and girls in the area.

For the past two years the P.T.A. has conducted a creative art center at which three qualified instructors help the children express themselves in oils, water colors, pastels, and tempera paints. The youngsters pay a very small fee for sixteen two-hour lessons, and twice a year an exhibit of their work is held.

© *Richards*

This picture was taken during one of the highlights at the state convention in Washington this year—the first men's breakfast. Nearly one hundred men who are leaders in parent-teacher work turned out at seven o'clock in the morning for this affair at which Mrs. John E. Hayes spoke on the subject, "Men's Place in the P.T.A." Seated on her right is Everett G. Shimmin, second vice-president of the Washington Congress and chairman of the breakfast committee.

Another activity arranged by the P.T.A. is the Saturday morning intramural basketball program. Last year sixty boys from the fifth through the ninth grades made up the eight teams in the "league." The parent-teacher association cooperated in providing the director for this project.

State Board of Education Honors P.T.A. Leader

For her "tireless devotion to the cause of public education," Mrs. Alton W. Seavey, president of the New Hampshire Congress, was awarded a citation by the state board of education during the commencement exercises this year at Keene Teachers College. The citation reads in part as follows:

"Endowed with a love for children, Mrs. Seavey's gracious personality, intelligent vision, and tireless devotion to the cause of education in New Hampshire during the past three years has united parents, teachers, and citizens in such notable achievements as these:

"Memberships in the New Hampshire Congress of Parents and Teachers have almost doubled from 1948 to 1950, and the number of parent-teacher associations has grown from 78 to 195 in that period.

"An increase of 131 per cent in subscriptions to the *National Parent-Teacher: The P.T.A. Magazine* won for New Hampshire a special eight-star citation of honor at the national convention in St. Louis, and in 1950 special recognition was given for another large increase in subscriptions to the magazine.

"Active and significant sponsorship and support has been given to these projects:

"(1) The school lunch program under which the number of complete luncheons served to children increased from 1,396,402 in 1948 to more than 2,000,000 in 1950.

"(2) The dental program that has resulted in providing fluorine treatment in 85 per cent of the schools in New Hampshire.

"(3) Legislation for the teachers' retirement bill and state aid to local school districts."

TEACHER GROUPS *Are Doing*

© *Langston McEachern*

Mrs. J. S. Goff, president of the Shreveport, Louisiana, Council of Parent-Teacher Associations proudly displays the plaque that the Boy Scouts of America awarded the council for "doing the most outstanding job in the nation in rendering cub scouting service."

The first officially chartered P.T.A. cub pack in Shreveport was organized twelve years ago. Interest among the boys from nine to eleven years old has been so great that the P.T.A. program of cub scouting has been expanded until there are now 18 of these packs—one for each elementary school—with 144 dens and 1,071 cub scouts. The den mothers, den dads, cub-masters, and pack committeemen, whom the council recruits and helps to train, are all active P.T.A. members.

NATIONAL CONGRESS OF PARENTS AND TEACHERS

Executive Committee

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STREAMLINERS

To help parents select good motion pictures for their children to see, the Statesville, North Carolina, Council has accepted the responsibility for a weekly column, "The Screen Scoreboard," which appears in the *Statesville Daily Record.* In this column the movies to be shown in the community during the coming week are classified according to the ratings they have received in the *National Parent-Teacher.*

* * *

This fall twenty students are continuing their classes at teacher training colleges in Kansas on scholarships awarded by the Kansas Congress. Last spring another fifteen students, who had received P.T.A. scholarships, were awarded their degrees and are now teaching in Kansas schools.

* * *

An event that is eagerly anticipated by parents, teachers, and students is the annual hobby show sponsored by the Hamilton P.T.A. of Elyria, Ohio. At the eighth show, which was held last year, boys and girls displayed collections ranging from bottle caps and stones to coins and dolls, while the hobby displays of the grownups ranged from photography to wood carvings.

* * *

Four new Congress units have recently been organized in Germany. With pleasure we welcome the Grafenwohr P.T.A. with 35 charter members, the Heidelberg Dependents' School P.T.A. with 258, the Mannheim Dependents' School P.T.A. with 92, and the Ansbach Dependents' School P.T.A. with 54.

* * *

Halloween is coming soon and many P.T.A.'s will want to follow the example of the units in the Ironwood, Michigan, Area Council. Last October 31 they kept the youngsters out of mischief and provided fun for the grownups too by planning community-wide parties for all age groups.

Are You Coming to the National Convention?

● It isn't too early for making plans to attend the 1951 national convention at Miami Beach, May 21–23. If you are driving to Florida, don't leave town with an empty seat in your car; invite other P.T.A. leaders to go along.

REPORT FROM THE PHILIPPINES

P.T.A.'s are growing by leaps and bounds in the Philippine Islands. The National Federation of Parent-Teacher Associations of the Philippines, Inc., reports there are now 5,000 units throughout the islands with a combined membership of more than 3,000,000.

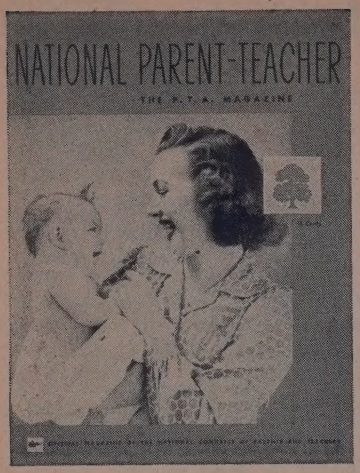
Among the many important projects that have been undertaken by P.T.A.'s in the Philippines are these: (1) furnishing schools with books, supplies, furniture, and utensils; (2) improving sanitary conditions in schools; (3) organizing a monthly magazine; (4) presenting weekly radio broadcasts; (5) obtaining increased salaries and pensions for teachers and higher wage rates for janitors; and (6) securing new school buildings.

A great deal of credit for this showing is due the fourth president of the federation, Jose C. Canuto, who has traveled extensively throughout the islands at his own expense to tell parents and teachers how they can improve educational facilities and opportunities in their war-ravaged country by working together in the federation.

This school in Alaska has a very active P.T.A., which was organized in 1948 with 80 charter members.

* * *

The St. Joseph, Missouri, council is conducting a most interesting project this year. It has arranged a series of five courses of six lessons each that are designed to help newly married and engaged couples solve problems that arise in budgeting, home making, home nursing, cooking, and family relations. The instructors are well-qualified men and women who are donating their services, while the council is furnishing all necessary textbooks and materials, including, of course, the *National Parent-Teacher.*



Hello, Parent-Teacher Partners:

Here I am again with another story about my favorite magazine, and I'll give you one guess as to its name. Correct! It's the *National Parent-Teacher*. And as I write this I'm looking at a letter on my desk. It's from a teacher in California, and this is what she says:

"Mothers and fathers can't do their best job without the National Parent-Teacher. I've noticed that in families who take it and read it regularly the children are better behaved and make better progress in school."

Now isn't that a recommendation enough to make *every* parent-teacher worker want to go right out and get more subscribers? This teacher said another thing too that interested me very much. It was this:

"The National Parent-Teacher reflects the real purpose of the Founders of our organization, and that is to help the child by helping his parents."

And she is absolutely right, for month after month our editors get us the most timely, the most practical, and the most authoritative parent education information available. In fact many times you'll find information in the *National Parent-Teacher* long before some other periodical catches up with the need for it!

After finishing this teacher's letter I looked again at the October 1950 issue, and I want to tell you it's really an outstanding number, a credit to our editors and organization.

First, there's an article on "Dating—Big Business of Youth." Interesting title, isn't it? And it is exactly the kind of article to help parents whose youngsters are at the dating age. Then there's one called "The Kind of Teachers Parents Like." Even out of sheer curiosity every parent will want to see what ideas somebody else has on this mighty important subject.

Then there's "Parents and Teachers Vote on TV," and I don't need to tell you that television has become a major topic of conversation in homes where there are children. This article, therefore, is going to be referred to a lot because it contains a whole page of television programs approved by parents and those preferred by children. You shouldn't miss it. Another article tells how "Unsolved Problems Make Problem People." I won't even give you a hint about it—except that it's written by the wife of the man who wrote *The Mature Mind*, the book that for eighteen months or more has topped the best sellers in the nonfiction field.

Then we come to a most challenging title, "The One World Is Here." When I showed the advance proofs of this article to a friend who was visiting us he said,

"Elizabeth, I wish your organization could afford to print six million copies of this particular article and send one to every parent-teacher member. It would be the greatest stroke imaginable in the interest of world peace!"

Even though it is out of the question to provide a copy of the article for each member, let's do all we can to give the October issue the widest circulation possible. You can pass around your own subscription copy to ten or eleven members who haven't yet realized the value of the *National Parent-Teacher* and therefore haven't subscribed for themselves. Who knows? Maybe this one article will convince them that their official magazine is *really worth reading!*

So much for a few of the main articles in the October issue. Now let me mention several of the regular features that thousands of readers look forward to each month.

"The President's Message" is especially important to parent-teacher leaders because what the president of an organization of more than six million members has to say month by month is bound to be important! This particular message was written from Japan where Mrs. Hayes spent a month conferring with the leaders of the fifteen million parent-teacher members in that country!

Then there are "What's Happening in Education?"—a down-to-earth question and answer feature; "At the Turn of the Dial," which discusses radio and television broadcasting; "Motion Picture Previews"—a department that helps parents select approved movie fare for their children; and "Poetry Lane"—an inspirational feature that has brought us much acclaim because of the high quality and literary merit of the poems we publish.

And of course if you have anything at all to do with a parent education study course or with the P.T.A. discussion program, I don't need to tell you that there aren't any better study and discussion outlines published than those in the *National Parent-Teacher*.

I guess this is all I have space for—this time!—except to say "Thank you" to the hundreds of you who sent me cards in response to my little talk with you in the last issue of the *Bulletin*. Your friendly, informal notes are a source of joy and inspiration as well as encouragement. I do need your support and help, and I'll be watching the mails for cards or letters from others of you this month. And I hope you'll be at home when I have my next "visit" with you in the November *Bulletin*.

Yours in service to children,

Elizabeth Hill